**Lesson Plan Title:** “What do you Mean” Sentences

**Grade Level:** 5th Grade

**Has this lesson plan been completed for a course assignment? (Yes or No)** Yes

**Estimated number of Days lesson will cover:** 1

**Lesson Subject/Title:** "What do you Mean" Sentences

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| --- | --- |
| **GA.LA.05.68** | STANDARD: Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory. |

**Performance Standards - Type in the standards**

ELA5C1 The student demonstrates understanding and control of the rules of the

English language, realizing that usage involves the appropriate application of

conventions and grammar in both written and spoken formats. The student

a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb,

    adjective, conjunction, preposition, interjection).

b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining

    or revising sentences).

c. Uses and identifies verb phrases and verb tenses.

d. Recognizes that a word performs different functions according to its position

    in the sentence.

e. Varies the sentence structure by kind (declarative, interrogative, imperative,

     and exclamatory sentences and functional fragments), order, and complexity

     (simple, compound, complex, and compound-complex).

f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks,

    comma use in compound sentences, paragraph indentations) and correct

    sentence structure (e.g., elimination of sentence fragments and run-ons).

g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation

     marks, comma use in compound sentences, paragraph indentations), correct sentence

     structure (e.g., elimination of fragments and run-ons), and correct Standard English

     spelling (e.g., commonly used homophones) when writing, revising, and editing.

**Lesson Objectives (What students will know and/or do): Students will identify and define declarative, imperative, exclamatory, and interragative sentences.**

**Enduring Understanding: When writing students will know there are different sentences types that create a variety of sentences in writing.**

**Essential Questions: What is a declarative sentence? What is an imperative sentence? What is an exclamatory sentence? What is an imperative sentence?**

**Key Vocabulary:  Declarative, Interrogative, Exclamatory, and Imperative sentences.**

**Procedures & Activities**

**INSTRUCTIONAL PLAN**

| **Time Allowed** | **Procedures** | **Differentiation** | **Materials/Resources** | **Assessment** |
| --- | --- | --- | --- | --- |
| 5 minutes | **Introduction/hook/activation of prior knowledge**    Students will answer the pre-game writing activity to tap into prior background knowledge. |  | Pencil and Paper | Pre-Game Writing Activity Completed Correctly |
| 20 minutes | **Instructional Activities**  **Demonstrate/Model (if appropriate):  Through powerpoint students will learn the definition of all the key vocabulary.  This powerpoint includes videos and songs that will help students understand the different kinds of sentences: interrogative, declarative, exclamatory, and imperative.**  Questions to guide the lesson: “Did you know different sentence types have different meanings? What if there was no change or expression in your voice when you talked out loud? How could you tell if someone’s words had different meanings?”    **Guided Practice (if appropriate): Students will follow along in the powerpoint by answering the guided question in the lesson. These question stop to clarify and test understatement of the elements being learned.  These questions will be answered with the class and teacher.**    **Independent Practice (if appropriate): After the lesson students will answer questions on the worksheet tailored made to fit the lesson. They must try to answer as many question on their own using the lesson and guided practice, but if confused can receive help from teacher.** | The guided practice is tailored made to fit the abilities of the students and gradually increases with difficulty in the independent practice. | Guided Practice Worksheet, Independent Practice Worksheet, and Powerpoint | Completion of worksheets and Observation of participation |
| 5 minutes | **Review and Closure**    To close the lesson question students for understatement.  Question: What kind of sentence is a statement? What kind of sentence shows excitement? What kind of sentence is a command? What kind of sentence asks a question?  If students did not finish their independent practice it becomes homework. |  | Independent Practice Worksheet | Observation, participation, and completion of task activities |

**Attachments** [[https://c1.livetext.com/assets/icons/file/doc.gif](https://c1.livetext.com/folder/8387788/UimmKEJQ_Daysforgrammarunit.docx) Daysforgrammarunit.docx](https://c1.livetext.com/folder/8387788/UimmKEJQ_Daysforgrammarunit.docx), [[https://c1.livetext.com/assets/icons/file/ppt.gif](https://c1.livetext.com/folder/8387788/RU7yMuqA_What_do_you_mean_sentences.pptx) What\_do\_you\_mean\_sentences.pptx](https://c1.livetext.com/folder/8387788/RU7yMuqA_What_do_you_mean_sentences.pptx)